

Skwo:wech Newsletter

From the Office of
Skwo:wech Elementary

January 31 - February 11



Programs of Choice Online Applications

Montessori & French Immersion applications
close February 11 at 4:00pm

Home Learners' Program applications
close February 18 at 4:00pm

February Fuel Up! Menu Ready for Orders!

Order before noon on Sunday for Feb. 1st lunch delivery!

You will receive a confirmation email when the order
and payment have been successful. Automated emails
are sent on Saturdays for any pending orders that have
not successfully completed.



Mark Your
Calendar



February 2
World Read Aloud Day

February 17
Random Acts of Kindness
Day

February 21
Family Day
(School Closed)

February 22
Non-Instructional Day
(No School for Students)

February 23
Pink Shirt Day

2022		FEBRUARY		
Monday	Tuesday	Wednesday	Thursday	Friday
31	1 Lunar New Year Black History Month	2 World Read Aloud Day	3 Virtual Parents' Night Out: Creating a Positive Relationship with Food & Movement - 6:30-8:00pm	4
7 Out-of-Catchment & Out-of-District Online Applications Open	8	9	10	11 Last Day to Submit Online Application for Programs of Choice: Montessori & French - by 4:00pm
14 Random Acts of Kindness Week (Feb 13-19)	15	16	17 Random Acts of Kindness Day	18 Last Day to Submit Online Application for Programs of Choice: Home Learners Program - by 4:00pm
21 Family Day (School Closed)	22 Non-Instructional Day (No School for Students)	23 Pink Shirt Day	24	25 Last Day to Submit Online Application for Out-of-Catchment & Out-of-District



Dear Skwo:wech Families,

We appreciate everyone's diligence with staying on top of the recent health protocol shifts implemented by Fraser Health. Our school community continues to be steadfast in our commitment to ensuring that we are adhering to all the guidelines as closely as possible. We are grateful for your support in keeping your children at home when they are unwell as we know this can be challenging. We are pleased to let you know that HEPA filter air filtration systems have been installed in the portable classrooms and we are expecting that all classrooms will have these systems in place very soon.

Continued School learning Plan update:

As was mentioned in our last newsletter, our student leaders have been working hard on a video that they created for our virtual assembly today! Many of our student leaders collaborated to introduce our new school wide student charter to our student body. The feelings words that our children across the school identified for our Schoolwide Charter are...

At school, we want to feel: **Respected**, **Included**, **Calm**, **Joyful** and **Grateful**

One of our student leaders, Cordelia from Division 3, had the great idea of painting a giant Sturgeon. Everyone worked together to paint the enormous Sturgeon and next week all divisions will add their thumbprints to the body of the Sturgeon. It was lots of fun to work together to create the video and to share it with everyone in our school. Please enjoy classroom charters from 11, 6, 3, 9, 13, 18, and 15.

In our next newsletter, we will share the steps that you can take to create your own Family Charter at home.



At school, we, in Division II,
Want to feel...



We promise to...

- share our belongings, share our ideas with others.
- make good choices. Use manners
- practice mindful breathing, do yoga. Go for a walk, ride the bike.
- ask trusted adults for help. Keep hands to ourselves. Trust your

In these
zones, we
feel...

Mad

Frustrated

Mad

Frustrated

Frustrated

Happy

Angry

Overly
dependent

dreadful

overly
sad
and
dependent

down

overly

overly
happy

calm

Division 6 Classroom Charter

We want to feel

calm, included, respected

In order to feel **calm**, we will be **mindful so that we are not reactive.**

In order to feel **included**, we will **accept others to they will accept us.**

In order to feel **respected**, we will use **kind words and listen to others so they will listen to us.**

Check out this super fun Mood Meter joke created by Kenny in Division 2, who was connecting the Mood Meter while working on his Social Studies in class:

Q: What is the calmest country?

A: Greenland!

Ar ar ar

Div 3 CHARTER

We believe in

- treating others the way we want to be treated
- being Inclusive, welcoming and compassionate to others
- being respectful in the halls and classroom by listening, being kind and patient and raising our hands.
- being our best selves in whatever we do.
- Keeping our Classroom, desks and hands clean.

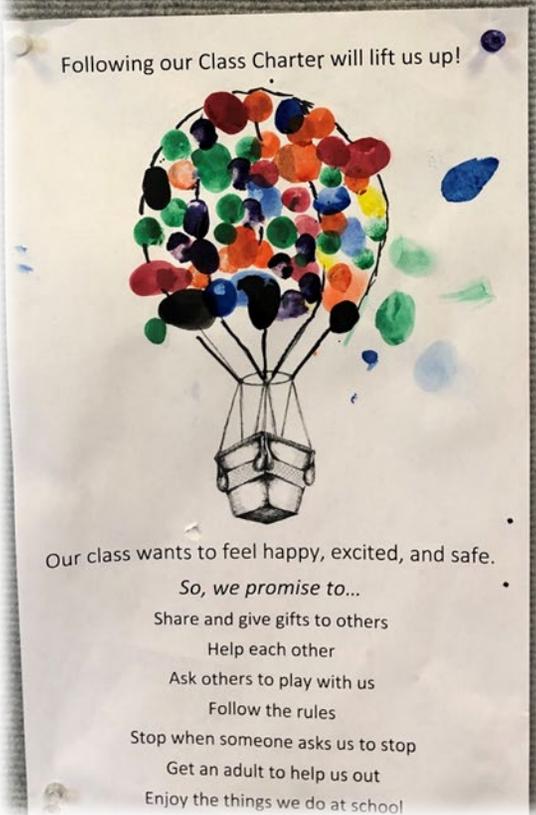
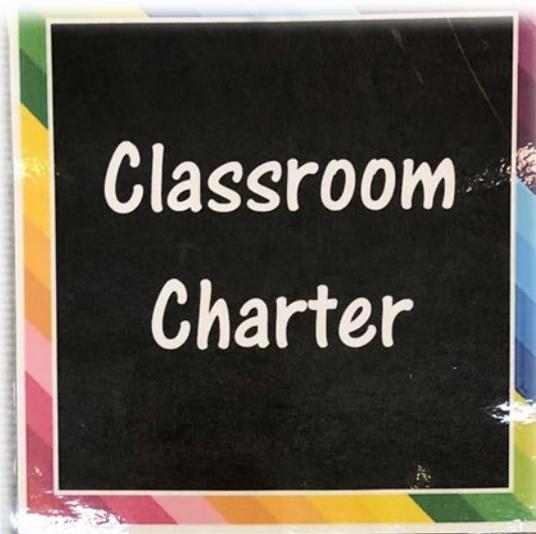
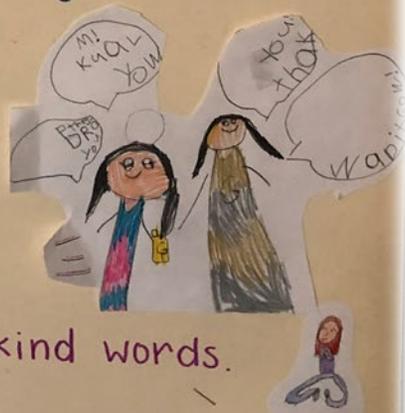
Our Classroom Charter

In **Division 13**, we want to feel:

calm happy proud
valued

To be our best selves, we can:

- use strategies like breathing to calm ourselves down and focus.
- be polite.
- smile and be positive.
- listen carefully.
- do our best!
- greet each other and say kind words.
- help each other.
- walk inside and keep our hands to ourselves



Division 18 – Following our Class Charter will lift us up!

Division 15



Lennon

Abby

Amelia

Maya

Isaac
Isaac

Phin

Aria

Melanie

Max

Olivia

Julia

Dylan

Abby

Leela

Moussa

Ali
Charalambos

Matthew

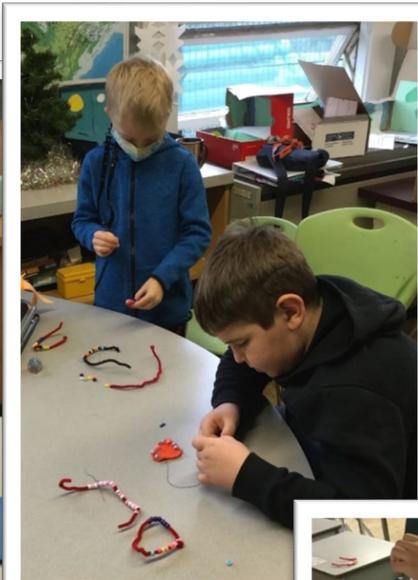
Seeki

Thomas

In our classroom, we want to feel:
joyful, fun,
surprised, quiet, safe,
calm, excited, happy.
By Div. 15

Reconciliation Conversations in Division 7

In Term 1, Division 7 and Ms. Bloom did an inquiry project on the topic of Residential Schools to mark the first National Day for Truth and Reconciliation on September 30th, 2021. We researched how many graves had been rediscovered to date at former residential school sites and counted out 1485 beads to represent one bead for each child. We decided to use the beads to create a memorial blanket for the children. We spent time designing it with our Aboriginal Education worker, Ms. Danielle, and learned about the significance of beading in many First Nations cultures. Each student beaded one heart to place on the blanket and then helped to create the additional felt pieces or feathers that completed our blanket.



Residential School Wonders

Why did the residential schools close? Sammy
Last one 1996

Why were there residential schools? Rafaela
force indigenous kids to assimilate

Why is the Kamloops residential school a museum? Brady

Why did kids have to leave their families to go to school?
they were taken, family's give kids culture Taiga
x speak language

Who ran the residential schools? Brady
Anglican Church, Government
Catholic Church

Who created them? Gabriel
John A. MacDonalD → system

Did the parents know the kids died? Iris

How did the kids die? Anyav | How did some survive?
got sick, weren't fed well, froze Julia

How were the children taken from their parents? Gabriel
People came to take them, It was the law so they had to go

Why are they called residential schools? Anyav
for living
Kids had to live there



Finally, we decided to use the beads we had counted to create a beaded memorial blanket to honour all the missing children and survivors of the residential school system.



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Rediscovered unmarked graves as of September 30th, 2021:

Kamloops	215
Brandon	104
Maneval	751
Koolney	182
Kuper Island	160
Regina	38
Moscowcan	35



Physical Literacy Initiative Update

The first term this year was extremely busy as usual. One of the new and exciting additions to our grades 1 and 2 classrooms has been the School Physical Activity and Physical Literacy (SPAPL) project. The aim of the SPAPL project is to improve teacher and student knowledge around how to increase physical activity in the day to day lives of the students. It also emphasizes the health benefits (both physical and mental) of remaining active throughout our lives.

The project focuses on the “fundamental movement skills” of running, hopping, kicking and throwing by embedding these skills into the daily life of students; in the classroom, in the hallway, on the playground and in the gym. Our leaders, teachers Chad Oatway and Chelsie Goodchild, have visited the school a number of times over the term, and will continue to visit the school throughout the school year, working with classes to give them a wealth of resources (including some fun games!) that they can use to improve everyone’s fundamental movement skills and overall health. Well done everyone...let’s keep moving!

For more information on Physical Literacy, and other student important health information, come to the Parents Night Out virtual meeting on February 3rd (more information at the end of this newsletter).



Enjoy cheerful activities in the glow of holiday lights!
Ongoing through February 1, 2022 at various Locations in New Westminster.

Shine Bright Highlights include:

- Shine outdoor activities
- Lunar New Year Activities

For more info, visit: <https://www.newwestcity.ca/shinebright>



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Virtual Parents' Night out Event

February 3rd
6:30pm-8:00pm
Click [here](#) to register

The Zoom link will be emailed to registrants closer to the event date

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If you have any questions, please contact Tanis Anderson, District Vice Principal, Early learning at tanderson@sd40.bc.ca

Creating a Positive Relationship with Food and Movement

There are so many messages in our society around what we should be eating, what to feed kids, how much to exercise, and how we should feel about food and bodies. This presentation will help to understand where these messages come from, how they impact our children and our relationships with food, exercise and our bodies, and what we can do instead to support children and youth's well-being. We will talk about what it means to be a competent eater, and reduce the worry and stress around feeding by outlining parents and children's roles with eating and feeding, how to help children try new foods, and how to take the battle away from mealtimes. In addition we will look at how to frame movement, and help our kids become physically literate. We will take a compassionate and empathetic approach to equip parents with strategies and resources for helping children and youth develop positive relationships with food, movement and their bodies that will support their life-long well-being.

Presenters: Heather Anderson, RD; Natalie Johnston, MPH

School District 40
District Parent Advisory

